**ASSIGNMENT 1**

**PICTURE BOOK COLLECTION**

##### Course: PED 1140C

**Due Date: October 11**

**Grading: 20% of final grade**

### *A good book touches something within the reader's heart and mind and compels response. It has substance; something worth talking about. When selecting books ask: Does it arouse my emotions and will it arouse the children’s? Is it well written? Is it meaningful?*

You will find that picture books are a rich and almost infinitely varied resource from which to draw teaching material. Most schools have developed ‘Book Rooms’ from which you may borrow books to use in your classroom, and, of course there are libraries to borrow from, but you may well find that there are certain books that you return to again and again and so wish to actually own. If you spend any time as an occasional teacher you will realise that having a selection of your own books that you can use allows you to be prepared for those times when you have to create ‘something from nothing’.

This assignment is intended to help you start your collection.

**ASSIGNMENT:**

You are to select 6 picture books. These should be books that you connect to and that provide a rich resource for teaching language. Assume that you will teach a range of grades over time, but bear in mind that most books can be used for different purposes with different age groups.

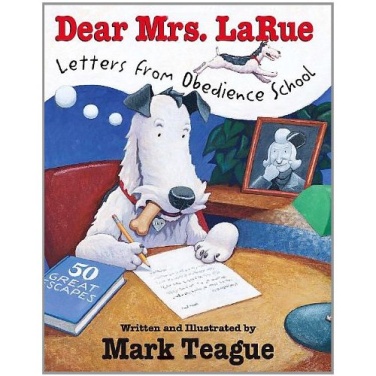
You must provide for each book:

* the title, author and publisher
* a synopsis of the story including the “big idea/theme” that would facilitate higher level or deep thinking in students.
* a rationale for the choice, including why you chose it and how you would anticipate using it (a variety of teaching foci).

**This assignment will be worth 20% of your total grade.**

The baseline grade for this assignment is ‘A’ or a Level 4. You will be penalised for not completing the assignment in full (i.e. a generic statement to cover all books, failure to identify the main idea of the story etc.) *Please see Rubric following the exemplar for further clarification.*

The following is an exemplar to demonstrate a complete submission for **one** book.

**Dear Mrs. LaRue, Letters from Obedience School** 

By Mark Teague

Scholastic Press, 2002

**Synopsis**: Ike, a not very well behaved dog, finds himself attending obedience school, and does not like it. Not one bit! The book is a series of letters between Ike and his long suffering owner, Mrs. LaRue. Ike sets out to plead to be allowed to return home, Mrs. LaRue is determined that he will stay the course.

**Big Idea**: The book demonstrates, with great humour, how each of us has our own unique point of view on events that may be very different to reality.

**Some of the possible teaching foci are as follows**:

* Voice – both Ike and Mrs. LaRue have strong, clear voices
* Point of view – the way each party sees this experience is clearly displayed through the writing
* Inference – there are many clues to be explored that allow us to draw conclusions about the character of Ike and the nature of the obedience school
* Text format – the story is told through letters
* Presentation and conventions – clever use is made of colour, font etc. to emphasise the differing points of view. Sentence structure and use of descriptive and figurative language could be a focus for a writing class.

This is a rich text that can be used for many purposes and with all grades from 1 – 8. At grade 1 a rich discussion on point of view could be stimulated which could lead to the development of simple statements of differing perspectives of single events. At grade 6 an in depth exploration of the author’s use of vocabulary to create distinct voices for the characters might be the focus.